



State Headquarters:
1225 South Weller Street, Suite 420
Seattle, WA 98144
(206) 322-2444

Offices in King, Pierce, Snohomish, Yakima and
Spokane Counties
questions@teamchild.org
www.teamchild.org



**All children have the
potential to succeed.**

Special Education Transition Services: The Roadmap to Independence

LEAP

Learning, Employment and Achieving Potential for
Youth with Juvenile Justice Involvement

*The Young Offender program is funded by the U.S. Department of Labor from
July 1, 2009 through June 30, 2012; the program received funds totaling
\$6,230,520 equal to 100% of the cost of operating the program.*

Roadmap: Special Education Transition Services

- Defining Workplace Readiness
- Unique challenges for youth involved in the juvenile justice system
- Special Education Transition Services Requirements
- Advocates Role in Maximizing Special Education



Objective

To get an understanding about how special education services can help prepare and leverage support for juvenile justice involved youth with disabilities to be successful in employment and independence.



Where do youth get independent living skills and employment training?



Home
K-12 School Experiences
University/College
Community Colleges
Vocational Programs
Internships
Volunteer Experiences
Jobs



Workplace Readiness

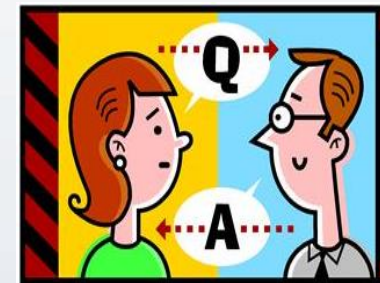
Psychological Development

Physical Development



Cognitive Development

Social Development



What is disability?

“disability is a natural part of the human experience and in no way diminishes the right of individuals to live independently, enjoy self-determination, make choices, contribute to society, pursue meaningful careers; and enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society.” 29 USC § 701.

Definitions: Section 504 v. IDEA



Talking to Youth About Disability

- Go beyond labels
- Dispel myths and negative associations.
- Don't judge.
- Be positive and forward looking.
- Offer to be an advocate.



IDEA Transition Services

WAC 392-172A-01190 Transition Services

A coordinated set of activities for a student eligible for special education that:

- Is focused on improving the academic and functional achievement of the student to facilitate his or her movement from school to post-school activities
- Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests



IEP Transition Components

- **Assessments for Transition Needs**
- **Measureable Postsecondary Goals**
- **Course of Study / Coordinated Set of Activities**
- **Agency Linkages**
- **Goals and Objectives**



Components of Age-Appropriate Transition Assessment

1. **Needs:** What are the **main barriers** to the student reaching postsecondary endeavors (e.g., college/training program, a job/career, accessing the community, or living independently)?
2. **Strengths:** What strengths does the student have in meeting some of **life's demands** as they relate to education/training, employment, and independent living?
3. **Interests:** What are the student's **interests**, currently and in the future? What activities/experiences promote curiosity and catch their attention?
4. **Preferences:** Given the opportunity to choose from available options in the areas of education/training, employment, and independent living, what options, according to the student, will **motivate** the student and make him/her **happiest?**



Measurable Post Secondary Goals

- Postsecondary goals are the student's identified goals for after the student leaves high school and are developed from the age-appropriate transition assessment
- IEP must include goals in:
 - Education/Training
 - Employment
 - Independent Living (as needed)



Course of Study/Coordinated Activities

- Postsecondary goals:
After graduation, Todd will receive on the job training. After graduation, Todd will work in the food service industry. After high school, Todd will demonstrate independent living skills by independently riding public transportation to and from work.

Instruction

Transition Services Examples:

- Social skills training
- Instruction related to on-the-job safety
- Community-based instructional experiences related to food service
- Self-determination training

Transition Services Non-examples:

- Coursework related to visual arts
- Field trips related to recreational opportunities
- Community-based instruction related to food services



Annual Goals and Objectives

- Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a twelve month period in the student's special education program.
- Measurable goals are defined as statements that contain four elements:
 - Timeframe
 - Conditions
 - Behavior
 - Criterion



Annual IEP Goals- Transition/Vocational Skills

Compliant

- Sue will increase identified jobs of interest from indicating no jobs of interest to listing at least three potential jobs of interest as measured by career portfolio.
- Bob will increase his Work Experience Evaluation Rating from 27/50 (graded on (date)) to a 40/50 or higher by (date).
- When given potential careers of interest, Bob will improve his vocational skills from being able to list no job-related requirements to listing at least three requirements as measured by teacher data collection sheets.

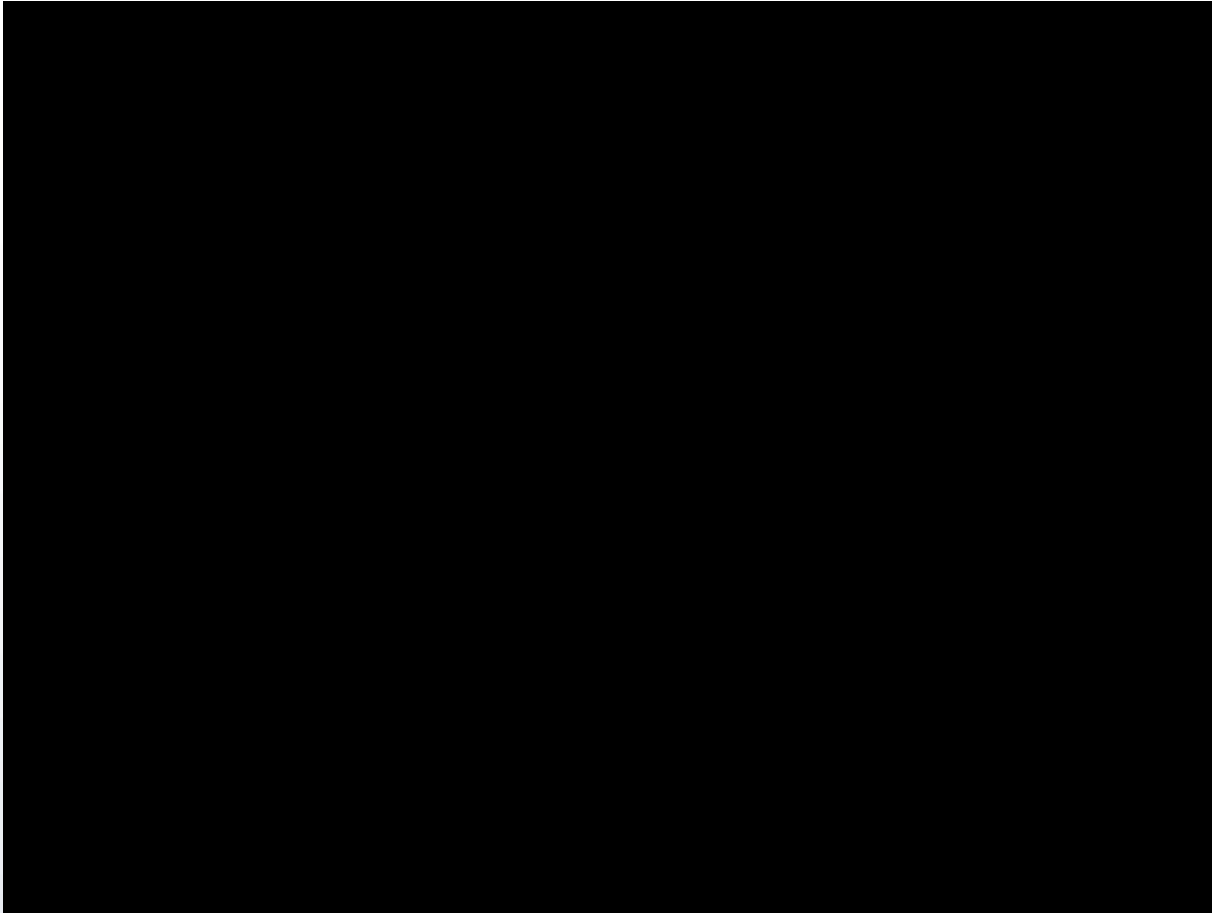
Non-Compliant

- Bob will pass classes and earn credit towards graduation.
- Bob will improve his job-related transitional skills in order to apply for admission into Tri Tech Skills Center.
- Bob will increase his knowledge of postsecondary education, employment, and community living as measured by documentation of successful activities by (date).
- Sue will increase her knowledge of postsecondary placement opportunities as well as research-based careers based on a completed functional vocational assessment.



Agency Linkages: Division of Vocational Rehabilitation

School to Work Transitions



[LIVE LINK
TO MAP](#)

[DVR Video](#)



Division of Developmental Disabilities

- Broad range of supportive services for eligible individuals.
- <http://www.dshs.wa.gov/ddd/eligible.shtml>



Advocates' Role

- Relationship with Youth
- Community and Agency Linkages
- Assessments & Plan Development
- Supported Employment Opportunities



Tips for Advocates

- Schools are not great at developing this section of the IEP, be ready to provide your expertise, push, prod and squeak.
- Transition planning can and should happen while youth are incarcerated at JRA. Work with schools, JRA counselors, family and community to make it happen.
- Employment experiences can provide high school credit and high school programs can count as employment experiences.
- Special education programs can support employment and intern experiences.



Resources

CENTER FOR CHANGE IN TRANSITION SERVICES




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- [Online Data Collection System](#)
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- [Post-school Survey Training Modules](#)
- [Transition Services Flow Chart](#)
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Resources

- TeamChild, Statewide Headquarters: (206) 322-2444
www.teamchild.org
- Interactive Map with Local Resources
<http://www.seattleu.edu/ccts/connections.aspx>
- Social Security Administration (866) 968.7842
The Ticket Program www.yourtickettowork.com
- Department of Vocational Rehabilitation (800) 637-5627
<http://www.dshs.wa.gov/dvr>





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Thank You

“Treat people as if they were what they
should be, and you help them become what
they are capable of becoming.”

-Goethe

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